

## Resource Scan Template

~ Programs which could support the goals and principles of School-to-Career ~

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
<b>Education Reform Initiatives</b>						
School Finance Act						
Goals 2000						
Standards & Assessments						
Ed-Flex & Consolidated Application						
Professional Development						
Charter Schools						
Distance learning						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
<b>Education Reform Initiatives (con't)</b>						
Vocational Education						
Higher Education Initiatives						
Student Financial Aid						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
<b>At-risk Youth Initiatives</b>						
IDEA and Transition programs						
Gifted & Talented						
Drop-out Prevention Initiatives						
Improving America's Schools Act (All Titles)						
Preschool programs						
Bilingual Education						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
<b>At-risk Youth Initiatives (con't)</b>						
Vocational Rehabilitation						
Youth Corrections programs						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
<b>Workforce Development Initiatives</b>						
Wagner-Peyser						
JTPA						
One-Stop Career Centers						
Employer Tax Credits						
Employment Service						

Initiative	Scope/Purpose	Target Population	Authorizing Legislation	Total Funds	Funding Flow	Barriers/ Statutory Restrictions
<b>Community-based Initiatives</b>						
Adult Basic Education						
School-based Health Initiatives						
Welfare Reform						
Child Welfare						
Crime Prevention Initiatives						
Service Learning Programs						
Community Service Initiatives						

## Recommendations for a smooth process to collect resource information

It is imperative that this information-gathering process be completed consistently and thoroughly. Following are some of the key factors to be considered when gathering the baseline data for the Resource Scan:

- ◆ Utilize the Task Force's wide range of expertise. The experience represented on the Task Force was instrumental in collecting much of the program information and suggesting contacts for gathering additional information.
- ◆ It is very important to follow-up with every suggested contact to ensure that complete and accurate information about every relevant program is collected.
- ◆ Be patient with the data collection process. It may seem like an endless loop of information gathering – however, following-up on every suggestion is the best way to ensure the richest body of information to inform the project and the eventual recommendations.
- ◆ Define a regimented set of interview questions to use when gathering program information (see sample questions on pages 34-35). Early in the process we learned that, despite the parameters within which information was being collected, there needed to be more structure to the questions we were using to probe information. For example, the first few interviews were loosely structured upon the framework – however, those conversations seemed to ramble on and off the various topics until all the information to fill in the chart had been elicited. After the first few “trail run” interviews, a more detailed list of interview questions was compiled and the questions were asked in the same order in each subsequent interview.
- ◆ Focus on structure over details. Ensure that the interview questions will elicit pertinent information, while allowing flexibility to explore nuances or press certain issues, depending on the intent or goals of the program.
- ◆ Use the interviews as a process both to collect uniform data and to hone in on the key elements of the Resource Mapping project. For example, through the organized series of interview questions, we discovered that the “funding flow” category was more important to determine how school districts or other local entities serving individuals receive the funds than to diagram the flow of funds from the federal level to the state to locals, as originally expected.

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### Collecting the information for the Resource Scan

Interviews are the most effective way to collect the baseline program information. This process is the most time-consuming step of the entire project – however, it is also one of the most important steps for two key reasons:

- a) it provides all the information for future analyses and recommendations, and
- b) it further strengthens the rapport between School-to-Career, the Resource Mapping project, and agency personnel.

### Sample interview questions:

1. Before asking any questions, introduce yourself and describe the Resource Mapping project and the purpose of your inquiry about this program. Have written information about School-to-Career and resource mapping available in case the interviewee wants a description in writing.
2. “To frame our conversation, please describe the general purpose of THIS program.”
3. “What is the legislative authority (i.e. state or federal act) for this program?”
4. “What are the legislative mandates governing the program's operations?”
5. “Is there collaboration among this program and other programs at the state level? Is there collaboration with other programs at the service delivery level?”
6. “Who is eligible for the program? What are the guidelines to determine program eligibility? Is there any flexibility within the determinants of ‘eligibility?’”





7. "What is the total funding for this program for the current fiscal year? How are the funds allocated among various titles or sub-programs?"
8. "What percentage of funds are earmarked for program administration at the state level? What percentage of funds are available for actual service delivery?"
9. "How are program funds distributed to the service delivery level? (e.g. How does the state receive its funds? Are funds distributed via an entitlement? Is there a formula allocation or must locals apply for funding? Is the application process competitive or non-competitive? Does the funding pass-through the state or is it allocated directly from the federal level to locals?)

*How flexible  
is the program  
in meeting  
local needs?*

10. "[Briefly recap the goals of School-to-Career.] In terms of these goals, are there statutory and/or regulatory rules or restrictions which would prohibit this program from addressing such goals or coordinating efforts among other programs to achieve such goals?"
11. "In your opinion, how flexible is the program in meeting local needs? Are there general barriers to how program funds can be used at the service delivery level?"
12. "Is there any additional pertinent information about this program or its funding which would enrich this project?"
13. "Do you know of other programs or individuals who should be contacted as we continue to gather information to enrich our knowledge base and help to inform our plan for how the existing infrastructure can be utilized to support and sustain the goals and principles of School-to-Career?"
14. "Thank you for your time. May I contact you again if we need more information?"



## V: *Building our travel itinerary*

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### Assets and Challenges: A deeper level of analysis

Using all the information that has been generated via the resource mapping process, specific opportunities and challenges which could affect how the ideal world of a fully sustained School-to-Career system can be achieved will be analyzed. The broad ideas resulting from this work should be considered in policy planning, as resources and departmental practices are analyzed and a strategic plan for sustainability is developed. These ideas will also be key elements for local partnerships to consider as they develop plans to make the strategies and outcomes reflected in the state strategic plan work in their communities.

*A state-specific  
framework for  
Resource Mapping  
was developed . . .  
strengths and  
weaknesses were  
identified.*

To work through this analysis, we used the previous work – i.e. identification of the broad themes and goals, along with the broad barriers and facilitators within each theme – to launch into a deeper analysis of policy and barriers to collaboration and resource convergence. In this phase, we developed a state-specific framework for resource mapping. This entails identifying the state's strengths and weaknesses, within each goal, given existing policy and practice.

Developing this framework entails the following steps:

- ▲ Review the interview notes and all the information that was collected via the Resource Scan to identify the current assets and challenges which could affect how School-to-Career is sustained.
- ▲ Consider the following questions to determine the assets: Are any programs currently collaborating around either administration or service delivery? Is there state legislation which could support the goals and principles of School-to-Career? Do any programs operate with fairly flexible funding? What internal policies have agencies implemented which could support School-to-Career? Is there other evidence of capacity and/or tools to affect the sustainability of School-to-Career via program administration, policy, or funding?
- ▲ Question where the major barriers to such integrated practices presently exist: Are there categorical restrictions to collaboration? Where do categorical funds fall short of meeting expected need? Are there unspent funds which must be returned to the state or federal government? Are there mismatches in agency policies around a common area? Are there statewide reforms which could easily be dismantled because they have not been implemented via state legislation? What other obstacles may thwart efforts to utilize the existing infrastructure to support and sustain the goals and principles of School-to-Career?
- ▲ As various assets and challenges are identified, organize the information, within the goals categories, into a chart.
- ▲ Review all the assets which have been identified to determine how those strengths can be used to support School-to-Career goals with minimal change. For example, if receipt of a



Goals 2000 grant has been identified as a strength, it could be redefined as a School-to-Career asset because it could provide a foundation for connecting standards and assessments with workplace competencies.

- ▲ Similarly, review the listed barriers to determine strategies for turning those weaknesses into assets to support elements of School-to-Career. For example, has the return of unspent categorical funds to the state's general fund been identified as a challenge? If so, for instance, could those funds could be reallocated, via a competitive application process or other means, to eligible organizations who agree to meet the program's purpose by providing services within a School-to-Career model?

The following chart presents a sample of some of the key assets and challenges that were identified within each of the four areas of analysis in Colorado. Following this example, there is a similar, blank chart for working through such an analysis.

Once this assets and challenges analysis is completed, you will have created a framework for identifying opportunities for policy investment, collaboration, and shifts in agencies' operations. This framework, then, will provide the mechanism from which recommendations to realign resources and policy to support the goals and principles of School-to-Career will follow.

